

# The American Observer

*A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. -- James Monroe*

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NOVEMBER 4, 1940

## European War Front Is Widened By Axis

**Italian Attack on Greece Aimed Primarily at British Forces in Eastern Mediterranean**

### HITLER ASKS FRENCH HELP

**Parleys Between French and German Leaders Believed to Foreshadow Franco-German Cooperation**

On a dozen different fronts and in a dozen different ways the diplomats and armed forces of Germany and Italy have been busily occupied, during recent weeks. While this activity has been widespread, three centers have attracted the most interest: (1) France, where Hitler has conferred long and earnestly with Marshal Pétain and Foreign Minister Laval, thus giving rise to speculation concerning possible Franco-German cooperation in the war on England; (2) Spain, where Hitler has met and talked with the head of the government, General Franco, apparently in an attempt to persuade him to enter the war against England, or to permit the thousands of German troops already in Spain to assault Gibraltar from the Spanish mainland; and finally (3) the Balkans, where a new war has broken out as a result of Italy's invasion of Greece—a war which has seriously disturbed Turkey, Bulgaria, and Yugoslavia, any one or all of which might eventually become involved.

### A Confused Picture

At the time of writing the entire situation is confused, and obviously in a state of flux. In it, observers see only one thing with any clarity—that Hitler is trying very hard to align all Europe with the Axis, whether by diplomacy or by war. He wishes to do this as quickly as possible, it is believed, because he fears the possibility that increased American aid to Britain might turn the tide unless Britain is knocked out by or before spring. On the basis of this supposition, some experts expect another German "peace offensive." If that fails, it is said, Hitler will then throw all his striking forces at Britain, at the empire, and at British sea lanes. Since Britain not only still stands, but seems to be gaining strength, the Germans have apparently become convinced that they will need the help of other European states, notably France and Spain, if they are to succeed this winter where they failed in September and October.

For his most important possible source of help, Hitler has apparently turned to his vanquished enemy, France. It was only half a year ago that France still ranked as a great power. French forces have been scattered and neutralized, but they are still there. France no longer has a great trained army, but she has trained man power. She still has 300 or 400 aircraft, and some of her fleet, which still exists as a force. One of four new battle-ships still remains in commission, along with nine cruisers, about 50 destroyers, and perhaps 60 submarines in Mediterranean and Atlantic waters.

By the terms of the armistice signed on June 22, Germany could not make use of the French fleet, nor of the French aircraft, nor of most French naval bases. The armistice permitted German troops to overrun two-thirds of France and subjugate the most important part of the country, but it did not allow Germans to exercise any control whatever in French colonies.

If the armistice has not given the Germans all they would like, it has not been

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INCIDENT AT SEA

WIDE WORLD

## Winners and Losers

By WALTER E. MYER

On the day after election every American citizen will have a chance to demonstrate the quality of his sportsmanship. A little more than half of us will be on the winning side. We will be pleased with the national results. It will be our job to show that we can take victory gracefully. We will have a chance to demonstrate any claim we may have to being good winners. That isn't such an easy job as may at first appear. It is as hard to be a good winner as to be a good loser. The fellow who wins is likely to celebrate the victory in such a way as to annoy and needlessly irritate the losers. He may resort to rough joking. He may "rub in" the defeat. He may boast or strut or he may be too demonstrative in his rejoicing. By acting in such a way he will advertise his poor social training. He will be exhibiting his own thoughtlessness and lack of tact. After all, he has little to boast about. He is on the winning side, to be sure, but that does not prove any superiority on his part. The fact that a few more than half the people believe as he believes does not prove that he, or they, have the sounder views. In a democracy we must accept the decision of a majority, temporarily at least, but majorities are not always right. Their decisions are frequently reversed. The majority of today may fade away and become the minority of tomorrow. The party which is defeated this year may easily be the victor in the next election. So there is no reason why the person who chances to be on the winning side this week should not behave with reserve, with consideration, moderation, and thoughtfulness for the feelings of those who have suffered defeat.

The losers, too, may prove their good sportsmanship by losing with good grace. They should forget as quickly as possible the sting of defeat. Like good patriots they should think of the president-elect, whether he be President Roosevelt or Wendell Willkie, as the man who is to lead, not the opposing party, but the nation and all its citizens. Whatever your party, the successful candidate will be your president and he is entitled to your support. You may hold to your own views; you may continue to express your opinions, thus helping to build public opinion, and helping through the building of public opinion to rule the nation. And each individual, whether on the winning or losing side, should remember that all the big national problems are still with us. They are not being solved this week. During the coming months and years, there is as great need as there has been during the campaign for informed and public-spirited citizens who are concerned for the public welfare and ever watchful for the opportunity to exert an influence over the course of national and local affairs.

## Job-Finding Is Part Of Defense Program

**Social Security Board Undertakes to Place Workers in Jobs Created by National Defense**

### SEEKS TO AVOID SHORTAGES

**Future Needs Are Studied in Order to Launch Training Programs for Essential Workers**

One of the most important features of the gigantic program of national defense which the United States has undertaken is that of finding workers for the industries which need them and of finding jobs for the workers who are seeking them. The importance of this work has been called to the public's attention during recent weeks with reports of actual shortages of workers in certain trades, mostly highly skilled lines of work. In the machine tool industry, for example, it has been impossible to speed up the work as much as is desirable because sufficient numbers of highly trained workers have not been available for certain types of work.

As the defense program passes more and more from the stage of orders into that of production, the problem of finding sufficient workers is likely to become more serious. The shipyards which are engaged in building up a two-ocean navy, the plants which are turning out military planes for this country and for Great Britain, the munitions plants which are turning out the complex and intricate machines of modern warfare; all these are expected to call heavily upon the labor market of the United States in quest of skilled workers to carry out the defense program. This will be especially true since the defense program will increase activity in a large number of other industries.

### Employment Service

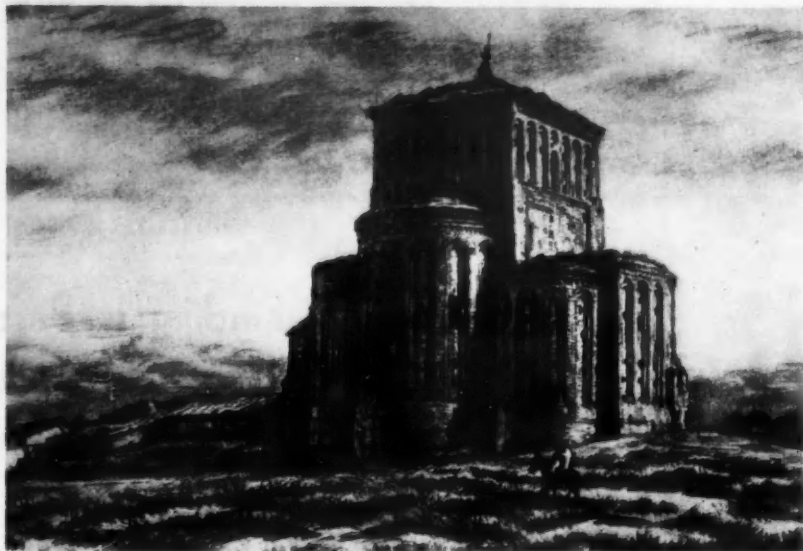
Responsibility for carrying out this important part of the defense program rests largely with the Bureau of Employment Security, a branch of the Social Security Board. The machinery for handling this gigantic task has been set up and is now functioning. Already it is playing a vital role in the defense program, and as the program advances, its work will become even more important. The principal purpose of the Bureau's Employment Service is to organize the labor market of the country in such a way as to direct the right kind of workers to industries where they are needed and when they are needed. It is in a sense a super-employment agency, undertaking to prevent labor shortages in certain lines and a labor surplus in others.

One part of this program will be of special interest to readers of THE AMERICAN OBSERVER. An attempt is being made, on a nation-wide scale, to help young people prepare for jobs and to find jobs after they leave school. Later in this article, we shall discuss at considerable length this important program. Meanwhile, we may examine the work that is being undertaken as a part of the national defense program.

This work is carried on as a part of the social security program of the federal government. During the course of the last seven years, some 1,600 employment offices have been established in cities and towns throughout the country. They are located in the main centers of business and industrial activity so as to meet the needs of both employers and workers. In addition, there are nearly 3,000 part-time

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MUIRHEAD BONE

## THE GRANDEUR THAT WAS SPAIN

Ancient buildings and monuments—although some of the finest were destroyed in the civil war—remain in Spain as reminders of that nation's great past.

## Historical Backgrounds

By David S. Muzzey and Paul D. Miller

### The Rise and Decline of the Spanish Empire

THE resurgence of Spain as an important power in European politics has been suggested as one of the possible outcomes of the present war. It is still unknown whether Spain will enter the conflict on the side of Germany and Italy. If she does and the Axis powers succeed in defeating the British, Spain's star may once more rise in the European firmament and she may emerge from the long period of decline which set in more than three centuries ago. Thus, her position becomes more important than it has been for years.



DAVID S. MUZZEY

Spain reached the pinnacle of power and glory during the sixteenth century under the reigns of Charles V and his son, Philip II. When Charles (the grandson of Ferdinand and Isabella) ascended the throne in 1519, he brought a large part of Europe under his control. In addition to Spain, he was master of Germany, the Netherlands, Italy, Austria, Bohemia, and Switzerland. Not only did the empire of Charles in Europe compare with that of Charlemagne, but it also extended beyond the seas. Before his abdication, a large part of the Western Hemisphere had become organized possessions of Charles—Mexico, Central America, Peru, Bolivia, and Chile. Argentina and Paraguay were in the early stages of settlement, and California and Florida were in the process of discovery. Few empires in history had been more extensive or more powerful.

#### Peak of Power

During the sixteenth century, the history of Europe seemed to revolve around Spain and her empire. In speaking of the power of the Spanish empire under the reign of Charles V, the historian Fisher makes the following appraisal: "When it is considered that this great extension of Spanish empire and discovery were undertaken at a time when Spain was almost continuously involved in a war with the greatest of European powers, and often with the Turks, the achievement is astonishing."

When Charles abdicated in 1556, his empire on the continent was divided between his son, Philip, and his brother, Ferdinand. To Philip went Spain, Italy, the Netherlands, and the overseas possessions, and to Ferdinand Germany and the lands in central Europe. Philip's position of dominance in European politics was largely the result of his leading the counter-Reformation movement; that is, he served as a rallying point around which those who sought to overthrow the Protestant Reformation could gather. A large part of his

reign was covered by religious wars which were at least partially responsible for the beginning of the decline of Spanish influence in Europe.

An ardent Catholic, Philip was determined to stamp out heresy in his possessions. In the Netherlands, the Protestant movement had gained considerable strength. Philip undertook to put down an armed rising with the use of Spanish soldiers, but the soldiers and sailors of the Netherlands were aided by other Protestant countries, notably England. It was largely this outside assistance that prevented Philip from subjugating the uprising and that finally brought him into conflict with England which ended so tragically for him.

The facts about the war with England are fairly familiar to all. Philip became convinced that he could never control his subjects in the Low Countries until he had defeated their principal supporter—England. His plan of attack consisted of gathering a strong army on the coast of the Netherlands and a powerful naval force in Spanish harbors and by cooperative action to invade and overwhelm the British Isles. The defeat of the Spanish Armada in 1588 is one of the important events of world history. It marked the turning point in Spanish history and was the initial step in making England mistress of the seas—a position she has not relinquished down to our own day.

#### Period of Decline

Following the death of Philip, the decline became more rapid. Spain sank to a second-rate, then a third-rate power. Signs of internal decay had appeared as early as the reign of Charles. Repression of popular government, even on a limited scale, was exercised. Economic stagnation greatly undermined the country's strength and no efforts were made to correct it. By the middle of the seventeenth century, it was apparent to all students that the trend toward decline could not be arrested.

It was only a matter of time until Spain would lose her overseas colonies and possessions. Bit by bit, her vast empire in the Western Hemisphere fell to pieces. Early in the nineteenth century, the Latin-American colonies declared and won their independence, and the United States supported them by proclaiming the Monroe Doctrine which forbade their reacquisition by the mother country. In the middle half of the century, Cuba and the Philippines were the most valuable remnants of what had once been a mighty empire. Spain had become so weak that it took her 10 years to quell a Cuban uprising that broke out in 1868, and when the island rose again, in 1894, the United States eventually intervened. Thus Spain was obliged to withdraw behind the Pyrenees, reduced to impotence in both European and world affairs.

## Our Neighbors -

SOME of Percy's friends are worried about his future. "He is only a bookworm," they say. "He spends all his time reading. Whenever you go to his home, you find him sitting over a book. He doesn't engage in athletics of any kind. He doesn't spend much time with the other boys. He won't go to a football game if he can get out of it. He doesn't care about many of the school activities. He is shy, and avoids contacts with other people. He prefers to be by himself and with his books. His grades are always high; he stands at the head of his class. But what good will that do him? What kind of job can he get, when he doesn't know how to associate with others?"



There is some basis for these fears. Percy would certainly be better off if he forgot his books now and then and got out with his friends. His health would probably be better, and he would surely have a more agreeable personality. He would stand a better chance of finding good uses for the knowledge he is acquiring. But it would be a mistake to take a too gloomy view of his prospects. There are certain occupations which do not call for the "mixer" type. Percy certainly will never be a good salesman or politician and he probably can't do much as a businessman or a lawyer, but he may go far as a scientist. There are many research fields which he may enter. He may become a very successful accountant or engineer. But he would no doubt enjoy life more if he managed to get more variety into his daily activities.

\* \* \*

"I WOULDN'T be seen in that store," says Mr. Hitland. "Goldberg is a Jew, and I don't patronize Jewish stores or firms. The Jews are getting control of American industry, and that must be stopped. We must keep America for the old-line American stock. I'm for 100 per cent Americanism."

"I'm afraid," his friend replies, "that you are more nearly 100 per cent Nazi. You seem to have fallen victim to Nazi propaganda. If Americanism means anything in the world, it means that each individual shall be judged on his own personal merits, and that there shall be no discrimination against race or nationality. I wonder what you think an American is, anyway. Jews have been a part of America since the earliest days. They have helped to build the country, the same as other elements of the population have. When you try to break up American unity and call certain nationalities American and others foreign, you are playing Hitler's game. That's the way the Nazis do. It is what the Nazis hope Americans will do. Anyone in America who expresses hatred against races, nationalities, or religions in this country is helping the cause of Hitlerism. He is false to true American principles and to principles of fair play. If you have reasons not to like Goldberg or his ways of doing business, you are quite within your rights if you refuse to deal with him. But if you boycott him merely because of race or nationality, you are not only unjust, but you are a poor citizen."

\* \* \*

NELLIE takes pride in her frankness and honesty. When she makes an unkind remark about a friend she justifies herself with the assertion, "I am honest and I tell the truth. I don't flatter people merely to make friends or to keep from hurting their feelings."



I believe that one should always say what he thinks. I despise people who are mealy-mouthed; who always try to please, who always agree with others, whatever their own convictions may be. I'm not that kind. Everyone knows where I stand. If I don't like what people do, I say so. I'm always out in the open. If people don't like that way of doing, I can't help it. I'm going to be myself whether they like it or not. A person shouldn't be so thin-skinned that he gets offended at the truth. Anyway, the truth is what people get from me. I hew to the line, and let the chips fall where they may."

This defense isn't very convincing to those who are obliged to associate with Nellie. Not that they want her to be dishonest. They don't ask her to lie in order to create a good impression or to please others. But they think she should be more tactful. One may tell the truth and yet not blurt out every idea which comes into his head. "The trouble with Nellie," one of her acquaintances says, "is that she is insufferably egotistical. She thinks her ideas are so important that they must be expressed on every occasion, regardless of consequences. She wouldn't be any less honest if she kept her mouth shut sometimes. She didn't have to tell Bertha that her dress was a fright. She could have kept still about it. She hasn't learned the first principles either of tact or of kindness. It would be bad enough if she were merely catty, but it is worse when she turns hypocrite and justifies her meanness on the ground that she is 'frank' and 'honest.'"

\* \* \*

"WE have been reading about the fall of Rome," says Professor Smith, "and you have studied the causes of the fall. It is a good thing to engage in such studies. It will help us to keep our country on the right road, if we understand the forces which, in the past, have caused nations to decline. We can avoid mistakes which others have made if we know what those mistakes were. But we should not give all our time to the study of ancient nations. There is an example much closer to us. Why not turn our attention to France, and try to find some of the causes which brought about the fall of that great nation before our very eyes?"

Professor Smith tells his class where they may obtain a very good story of the fall of France. He has placed in the library a copy of Heinz Pol's book about the collapse of France, called *Suicide of a Democracy* (New York: Reynal and Hitchcock, \$2.50).

We Americans, he says, may learn a lesson from the troubles of France. He reads from the book: "War had broken out not because democracy was profoundly convinced of its historical mission of stopping and destroying the onslaughts of barbarism in Europe, but from despair that there was no other way out of the blind alley into which France had maneuvered itself. The leaders were uncertain and disaffected, the masses were suspicious and disillusioned. Long before the war democracy had become but an empty phrase used to cloak incompetence, carelessness, lack of energy, ill will, and treason."

"You don't mean to say that such conditions prevail now in America, do you?" a student asks. "I didn't say so," Smith replies, "and I don't think they do to the extent they did in France, but I do think we need more unity here, more patriotism, more efficiency, and a more certain notion of the direction we are going. At any rate, I'd like for you to think about that quotation a day or two; read as much of the book as you can, then next week we'll discuss the problem again."







THE TEACHER IN CLASS

GALLOWAY

## • Vocational Outlook •

### Teaching

TEACHING is the largest profession in the United States. The field has expanded so rapidly that there are now approximately 1,000,000 teachers in the country. This expansion, however, cannot continue indefinitely. With the slowing down of the nation's population growth, the number of teachers employed by the public schools will probably remain more or less constant for some years and then, perhaps, even begin to decline. Since normal schools and teachers colleges continue nevertheless to turn out thousands of new teachers each year, there is bound to be increasingly sharp competition for the jobs made available by retirements. From the point of view of improving scholastic standards in the public schools, such a development is welcome. At the same time, it will mean that young men and women preparing for the teaching career will find it harder to be placed.

The field of education is so broad that students must decide as soon as possible what phase of teaching interests them most. The diverging goals and requirements of different levels of education should be clearly understood. The primary teacher is concerned with molding a child's habits and attitude, and the intermediate teacher lays the foundation for an academic education. The junior high school teacher is called upon to exert considerable influence on school life, whereas by senior high school the pupil's most formative years are passed and the teacher may confine herself more fully to her specialized subject.

Just as the functions of teachers at these different levels of education differ, so do the training requirements. For elementary school positions, two years of post high school training was once sufficient. In some states it is still sufficient but in most the trend is toward four years of college or normal school. Even this is less than the requirement for beginners in high school teaching, who must have five years of college training and a thorough familiarity with their specialized subjects as well as with teaching in general.

There are about 1,200 teacher-training schools in the country. In addition, many colleges give courses which lead to a teacher certificate. Of course, each state has its own rules with regard to specific requirements and students should regard it as their first duty to familiarize themselves with these regulations.

Earnings in the teaching profession vary with locality, training received, and the grade taught. Incomes are lowest in rural areas, where they run from \$370 a year to a high of \$1,397 for married men. In the large urban centers, they are far higher. For example, in cities of more than 30,000 population half the kindergarten teachers receive more than \$1,600, and the figure for high school teachers is considerably higher.

Serious consideration should be given by

students to the teaching of specialized subjects. School boards are said, for example, to have a difficult time each year trying to find an adequate number of teachers of specialized subjects. The trained kindergarten teacher, the agricultural expert, the home economist, the teachers trained in the new vocations, such as aeronautics, physical education, and industrial arts, stand a much better chance of getting ahead than those who have wandered into the field of general education and academic subjects.

Incidentally, students who regard the teaching profession as a sinecure would do well to observe the large amount of work their own teachers do in their spare time and vacations, and to observe also the new trend toward checking and grading the work of teachers now under way in a number of states.

## Defense Commission Takes Steps To Pile Up Essential War Material

MUCH has been written recently of "essential materials" and the steps that are being taken to assure adequate supplies for industry, but what materials are included in this designation is seldom explained. The great authority on the subject is naturally the industrial materials department of the National Defense Advisory Commission. It divides the important sinews of war into two classifications, "strategic materials" and "critical materials."

The strategic materials are produced wholly or in large part outside the country. They are antimony (an alloy), chromium, coconut-shell char (for gas masks), manganese (used in steelmaking), manila fiber, mercury, mica, nickel, quartz crystal, quinine, rubber, silk, tin, and tungsten (for hardening steel). The three that have caused most concern are manganese, most of which comes from Russia, India, and the African Gold Coast, and rubber and tin, which come chiefly from Malaya. All three are produced in this hemisphere, but none in anything like the quantity needed even for the purposes of peace. The United States is endeavoring to stimulate the production of these raw materials in the Americas, at the same time building up reserve stocks for an emergency. Already we have enough manganese to last over two years and more than a year's supply of tin. The rubber we have arranged to buy from Britain during 1941 will bring our stocks up to the 400,000-ton minimum decided upon by the Defense Commission. This amount is less than four-fifths of our annual peacetime consumption of crude rubber.

The critical materials either can be produced here or can be replaced by readily available substitutes. They are aluminum, asbestos, cork, graphite, hides, iodine, kapok, opium, optical glass, phenol (for disinfectants and other chemical preparations), platinum, tanning materials, toluol (for TNT), vanadium (for strengthening steel), and wool. Here toluol promises to be something of a bottleneck. Today we

are using more than we did at the peak of World War production, though most of it figures in the manufacture of lacquers, dyes, and drugs, rather than explosives. War, therefore, would demand an enormous increase in production. Toluol is a by-product of the coke ovens, but fortunately a new process makes it a by-product of high-octane gasoline, as well.

Edward R. Stettinius, Jr., head of the industrial materials department, gave up his position as chairman of the United States Steel Corporation to work without compensation on these "red-flag points," as he calls them. Some of the work has been exciting. He and Jesse Jones, then chairman of the Reconstruction Finance Corporation, snatched 32,000 tons of Turkish chrome ore out of the Mediterranean just before it was closed to American shipping. When France collapsed they managed to get from Indo-China 12,000 tons of antimony and tungsten which Japan would have liked to have had. But most of the work is more humdrum. It consists of interviewing industrialists, discussing new processes, arranging for the financing of projects, and conferring with other members of the Defense Commission. Humdrum or not, however, Stettinius' job is one of the most important in the country, for it is his responsibility to see that no wheel stops turning for lack of one of the essential materials.

## ♦ SMILES ♦



"Shame on you! Why don't you let the little fellow have it?"  
CABORN IN AMERICAN BOY

"Is old Angus a typical Scotsman?"  
"Is he? He's saved all his toys for his second childhood!"  
—LABOR

Next to having a doorknob come off in your hand, the emptiest feeling is stepping on a running board that isn't there.  
—BUFFALO EVENING NEWS

Teacher: "Your recitation reminds me of Quebec."  
Student: "How's that?"  
Teacher: "It's built on a bluff."  
—SELECTED

"There goes a fellow who seems to take the worst possible view of everything."  
"A pessimist, eh?"  
"No, he's a candid camera fiend."  
—FRANKLIN NEWS

The golfer, arriving late at the country club, explained, "It was really a toss-up whether I should come here or go to the office."  
Then he added thoughtfully, "I had to toss up 15 times."  
—THE OPEN ROAD

"Does the foreman know the trench has fallen in?"  
"Well, sir, we're diggin' him out to tell him."  
—CLASSMATE

Boarder: "These biscuits are smaller than usual, aren't they?"  
Cook: "Yes, I made them smaller so that you would have less to find fault with."  
—PATHFINDER

First Actress: "Yes, when I came out, the audience simply sat there open-mouthed."  
Second Actress: "Oh, nonsense. They never yawn all at once."  
—ADVANCE

Customer: "I want three potted geraniums."  
Florist: "Sorry, but we're out of geraniums. We have some very nice potted chrysanthemums."  
Customer: "They won't do. You see, I promised my wife I'd water her geraniums while she was away, and she's coming back tomorrow."  
—CAPPER'S WEEKLY

## Information Test

Answers to history and geography questions may be found on page 8. If you miss too many of them, a review of history and geography is advisable. Current history questions refer to this issue of THE AMERICAN OBSERVER.

### European History

1. Who was the adventurer who started two unsuccessful revolutions, was elected president, and made himself emperor?
2. What was the Holy Roman Empire at the time Voltaire called it "neither Holy, nor Roman, nor an Empire"?
3. What Russian ruler worked as a laborer in Dutch shipyards?
4. Who made the Prussian army the best fighting machine in Europe and his kingdom one of the great powers?
5. Who was born on an island in the Mediterranean, exiled to another in the same sea, and at last imprisoned on an island in the Atlantic?
6. What war did the Russian army win by retreating?
7. What large country was wiped off the map between 1772 and 1795?

### Geography

1. What is the Golden Horn?
2. Where is there a town under Mussolini's rule which is practically surrounded by Yugoslavia's territory?
3. Name two independent states entirely surrounded by Italian territory.
4. In normal times, what European river is the world's busiest waterway?
5. In what country is there a large body of water which was a lake long ago, became an inlet of the North Sea, and is now a fresh-water lake again?
6. What important European city has been called by three names at different times within the memory of people now living?
7. In what way do mountains assist manufacturing and transportation in Switzerland and northern Italy?

### Current History

1. How many employment offices are maintained throughout the country by the United States Employment Service?
2. How many workers were placed by these offices during the first nine months of this year?
3. What role is this agency playing in the national defense program? How is it assisting young people?
4. In what way would an Italian occupation of Greece weaken Britain's position in the eastern Mediterranean?
5. Why has General Franco shown a certain amount of reluctance to align Spain with Germany in the war against England?
6. What are some of the peace terms reportedly discussed between German and French negotiators?
7. Name the important civil liberties that are guaranteed by the United States Constitution. In what ways are the schools working to safeguard them?
8. For what purpose did President Getulio Vargas of Brazil recently make a tour of the Amazon River?
9. What indications are there that the new president of Mexico will not follow policies similar to those of President Cardenas?
10. What treaty with the United States has Japan recently abrogated?
11. Approximately how many new voters are there this year?
12. When did Spain reach its peak of power and influence in world history?



# The Week at Home

## The Election

On the eve of the election the outcome remains very much in doubt. A Roosevelt victory cannot be predicted with any confidence, and no one can be sure that the estimates of Willkie gains spell triumph for the Republicans. To win, Willkie will probably have to carry all of New England, all of the Middle West, and the pivotal states of New York, New Jersey, and Pennsylvania. It is a large order.

Several problems increase the uncertainty. How much does this very unconventional Republican candidate really appeal to the American people? Can John L. Lewis, the CIO leader, deliver a sizable slice of the labor vote to Mr. Willkie? Did the President's defense inspections strengthen him or cost him votes? What effect will the critical international situation have at the last minute?

One of the greatest of the factors making for uncertainty is the unusually heavy registration. There may be 5,000,000 more votes cast tomorrow than were cast four years ago. Who are these new voters? Are they largely Willkie supporters rallying to preserve the two-term tradition? Are they Roosevelt partisans throwing in their weight to insure the reelection of a trusted chief in an hour of crisis? Or do they divide up in about the same way as the other voters?

Within 48 hours these questions will cease to be interesting. The result of one of our most momentous elections will have become a matter of history.

## Priorities Board

Never before in time of peace has the United States government imposed upon industry any such control as that implied



AS THE BATTLE ENDS  
SEIBEL IN RICHMOND TIMES-DISPATCH

in the recent establishment of a priorities board.

Last June Congress gave the President power to decree that all contracts for the Army and the Navy "take priority over all deliveries for private account or for export," but two weeks ago President Roosevelt was still saying that he hoped it would be unnecessary to set up machinery requiring such priority. At the same time

## The American Observer

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FAIRCHILD BY CAPTAIN NEBBITT

### CAPITAL AIRPORT

An air view of the large airport which is being pushed toward completion on the outskirts of Washington, D. C. One of the finest of modern airports, it is scheduled to be opened in December.

he warned that the difficulty of obtaining sufficient machine tools might make the step necessary.

Late last month he established within the National Defense Advisory Commission a division to be charged with determining what orders should be given preference in filling and arranging for the priorities ordered. Donald M. Nelson, Defense Commission coordinator of purchases, was named administrator of priorities, and William S. Knudsen, production commissioner, was made chairman of the board which decides upon the priorities. An executive order was issued authorizing the board and the administrator to act.

Mr. Nelson hastened to assure business that no immediate establishment of compulsory priorities is contemplated. At present the board will work on priority problems in general and adjust any differences which may arise under the system of "voluntary preference ratings" now in use.

## Plane Strength

The recent announcement by the War Department that the Army's aviation objective is 12,800 airplanes of all classes and types by "sometime in 1942" raises the question, "How many planes do we have today?"

Some idea of our present strength in the air may be obtained from figures published several weeks ago. At that time it was stated that on August 15 the Army had about 3,200 planes, and the Navy 1,897. Democratic campaign publicity, which is not likely to underestimate the size of our air force, puts the present total at 5,160 planes. It seems likely, therefore, that these figures give us at least a rough approximation of our numerical strength in the air.

However, as Major General H. H. Arnold, chief of the Army Air Corps, has pointed out, grand totals do not mean much by themselves. "The only air force that amounts to anything," he says, "is one you can put in the air, use in combat, and maintain at a constant strength throughout hostilities." Much depends upon how many planes we have in each category and how modern they are. Much depends upon how many pilots, observers, radio operators, machine gunners, and mechanics we have. Much depends upon how fast we can turn out both the planes and the men who fly them, fight them, and care for them.

## Spider Silk

The development of high-precision optical instruments has given the spider a place in modern industry. Her web provides the only filament fine enough for the hair lines of such instruments as microscopes and surveyors' transit telescopes. It is used, too, in telescopic sights, battery commanders' telescopes, and other fire control apparatus, so the spider is playing a

noteworthy part in the national defense program.

There are a number of spider "farms" in the United States. Ordinary garden spiders are placed on large pieces of canvas. As they spin their silk, it is wound on small wooden reels. One spider can manufacture a thread about 100 feet long, and this sells for \$9. With a finely pointed needle, the thread can be separated into a number of strands invisible to the naked eye. Skilled workers, using strong magnifying glasses, cement the strands to the lenses of instruments.

Long ago attempts were made to find a use for the thread the spider spins. In 1710 an enterprising Frenchman wove himself gloves and hose of spider silk and was honored by the Paris Academy of Science. But all hope for a silk factory staffed by spiders had to be abandoned when it was found that to produce one pound of silk the industrialist would need enough spiders to spin a thread capable of encircling the earth at the equator.

Today the fragile silk of the spider finds commercial employment for the very reason it failed to do so 200 years ago. It is so fine that it can be used in the making of delicate optical instruments.

## Seal Treaty

When Japan gave notice that next October she would cease to be bound by the fur-seal treaty of 1911, her action meant trouble for the United States as well as for the seals.

The most important herds of the north-



FALLING LEAVES AND FADING TREES  
New camouflage suits developed by the Army blend soldiers into trees and shrubbery.

ern fur seals make their home on the Pribilof Islands, southwest of Alaska. Not many years after our acquisition of the islands as a part of the Alaska purchase, it was found that the hunting of the seals at sea was rapidly killing off the females and threatening the existence of the herds. This brought the United States and Russia into conflict with Canada and Japan, for the latter possessed no good fur-seal coasts and thus were obliged to hunt at sea. Long discussion consumed a number of years, and meanwhile the herds dwindled to mere remnants.

In 1911 the four countries managed to reach an agreement and made it binding by signing a treaty. Russia and the United States obtained a ban on the killing of seals in the water and in return promised to share their land catches with Canada and Japan. The value of the treaty was soon apparent, for, in spite of the taking of more than 20,000 pelts annually, the seals increased in number every year.

But the matter was not settled. As long ago as 1926 Japan claimed that these fish-eating sea animals were multiplying so rapidly that her fishing industry was suffering. The United States Bureau of Fisheries insisted that the seals feeding in Japanese waters were a different variety from the fur seals protected by the treaty, but Japan was not convinced and has now exercised her right to end the pact. Washington hopes that some agreement can be reached before her abrogation of the treaty becomes effective. Much depends, probably, on the relations between the two countries during the coming year.

## Colonel Stimson

No peacetime secretary of war has ever had under his direction an army which could compare with the one Colonel Stimson is helping to build. And no army has had a war secretary quite like Colonel Stimson. He is a civilian who is a soldier, a Republican in a Democratic administration, a strong conservative who approves at least a large part of the New Deal.



H. L. S. E.  
HENRY L. STIMSON

Henry Lewis Stimson comes of a well-known New York family. He was sent to Phillips Andover Academy, Yale University, and the Harvard Law School. After getting his LL.B., he entered the law firm of the late Elihu Root and at the age of 30 became a partner in the firm.

His public career really began when, in 1906, President Theodore Roosevelt appointed him as United States district attorney for the Southern District of New York. President Taft made him secretary of war in 1911, but the election of Wilson next year interrupted his government service. When war came, he went to France with the American Expeditionary Force and returned a colonel of field artillery. In 1927 President Coolidge named him governor-general of the Philippines, and two years later he left the Islands to become President Hoover's secretary of state. In this post he tried hard to win the co-operation of Britain and France in checking Japanese conquest.

The Democratic victory of 1932 returned him to his law practice. In letters to the press, he began advocating resistance to the Axis powers, as well as Japan, and he heartily endorsed the Roosevelt-Hull foreign policy. On the 18th of last June, he spoke at Yale, calling for compulsory military training and the sending of all possible aid to England "in our own ships and under convoy if necessary." Two days later the draft bill was introduced into the Senate and Colonel Stimson was nominated for the office he now holds. Last Tuesday the 73-year-old secretary of war set the draft machinery in motion by drawing the first number from the lottery bowl.

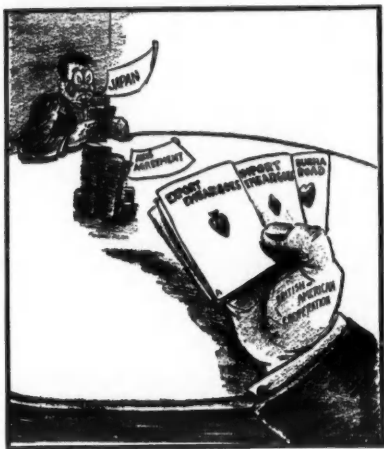


# The Week Abroad

## Far Eastern Moves

Seemingly conflicting reports from the Far East keep pouring over the cables in such profusion that it is easy to sympathize with the newspaper reader who throws up his hands in despair. How can one make sense of the Far Eastern situation when the reports one day speak of Japanese overtures for a peace with China while on the next day it is reported that Japan is scheming with Russia to carve China between them?

In threading through the maze of dispatches, one thing is clear above all others: that Japan is anxious to bring about an end to the China war so as to be free to continue her expansion in the South Pacific. The militarists in Tokyo are not particular



NO TIME FOR BLUFFS  
ELDERMAN IN WASHINGTON POST

about the method. If peace in China can be achieved through negotiation, so much the better. If not, they are prepared, for a temporary advantage, to join forces with the Soviet Union in order to crush China in a vast pincers movement.

Hence, the Japanese are engaged in political maneuvers that, on the surface, seem self-contradictory but in fact conform to a realistic pattern. Tokyo would, of course, like to end the China war without Russian cooperation and has, therefore, put out feelers to Chiang Kai-shek, leader of the still-resisting Chinese armies. It is offering Chiang more generous terms than ever before and is prepared to repudiate its puppet Chinese government in Nanking. At the same time, to impress upon Chiang the wisdom of collaborating with Japan, it is carrying on negotiations with the Soviet Union through its newly appointed ambassador to Moscow. Should Chiang prove unpliant, Japan is ready to reach a "deal" with the Soviet. Under such a plan, Russia would cease further aid to Chiang; would order the Chinese Communist armies, over whom it exercises a strong influence, to break with Chiang; and would co-operate with Japan to crush the Chungking government. Japan would inherit central and southern China. Russia would obtain the northern provinces.

Behind these maneuvers, incidentally, can be seen the hand of Germany, whose leaders would like to see an end to the China war so that Japan might be in a position to embarrass Britain in the Far East.

## Union of South Africa

Although the Union of South Africa joined with the other British dominions in declaring war on Germany in September 1939, there is considerable agitation among the South Africans for taking the dominion out of the war and making a separate peace. The decision to wage war on Germany was taken with a large part of the population squarely and openly opposed. And the course of the war since then has increased the doubts and the questionings.

Despite the heroic resistance shown by Great Britain to the German assaults, many people in South Africa do not feel confident about the ultimate outcome of the

war. They fear a British defeat and a victorious Germany anxious to revenge herself upon all who opposed her new world order. The South Africans who share this fear and who are not bound to the mother country by sentimental associations point out that their country stands to gain little from a German defeat while a British defeat will expose them to the mercies of Europe's most powerful nation. They advocate calling a halt to the war and making the best terms possible with Berlin.

This opposition to the war has centered about James Hertzog, the former prime minister, who has organized meetings all over the country to demand "an honorable peace" with Germany and Italy without delay. These meetings have been attended by thousands and have reached such proportions that the government has threatened to invoke emergency powers to suppress the hostile agitation.

## Greatest River

We finally entered the wonderful Amazon, the mighty river which contains one-tenth of all the running water of the globe. . . . It runs from east to west, from the sunset to the sunrise, from the Andes to the Atlantic. The main stream flows almost along the equator. This gigantic equatorial river basin is filled with an immense forest, the largest in the world, with which no other forests can be compared save those of western Africa and Malaysia.

In these words, ex-President Theodore Roosevelt pictured the great river of Brazil as he found it, a quarter of a century ago. He was awed by the immensity of the Amazon, by its great breadth, and by its depth and length—now providing 16,000 miles of navigable waterways.

Recently another statesman made the long trip up the Amazon. He was Getulio Vargas, the president of Brazil. Finding the jungled-hinterland of the river as vast and mysterious as Theodore Roosevelt had found it, Vargas was also impressed. But he was interested in something more than physical grandeur. In the area drained by the Amazon and its tributaries (it covers an area almost as large as the United States), he saw an almost inestimable source of untapped natural wealth. In the river system itself he saw the possibilities of establishing one of the great commercial highways of the world. But the task would be too great for Brazil alone. The resources and cooperation of other countries would be needed to develop the wilderness.

As a result of his long tour of inspection, President Vargas has urged that Venezuela, Colombia, Peru, Ecuador, and perhaps Bolivia, all of which border upon the Amazon or its tributaries, join with Brazil in a large-scale effort to develop the resources of the Amazon basin. Although none of these countries is wealthy enough to tackle this gigantic undertaking by itself, it is believed that all working together might accomplish something—particularly if

United States funds were loaned for the purpose. President Vargas' request for an Amazon conference indicates that the northern countries of the continent may profit by the example of Argentina, Uruguay, Paraguay, Bolivia, and Brazil, which have cooperated in the Plate River conference to work together in solving economic problems of the Plate River region.

## Mexico at Ease

The postelection excitement that for a time threatened Mexico with an outbreak of violence appears to have subsided in the last few weeks. While doubts as to the honesty of the presidential election held in July continue to be voiced, most Mexicans now accept it as inevitable that their president for the next six years will be Avila Camacho. Hand-picked by President Lazaro Cardenas, whose social-reform administration has been the subject of violent controversy, Camacho is scheduled to take office at the close of this month.

Opponents of the president-elect, who claim that an honestly conducted election would have shown their candidate to be the popular choice, at first set up a rival congress and laid plans to proclaim their candidate the new president. But the insurgent effort proved feeble and indications are that the scheme has been virtually abandoned.

Camacho himself has played a shrewd role in quieting the opposition. Regarded as a radical by the many Mexicans who voted against him, he has surprised both his followers and his opponents by calling a halt to the reform program of Cardenas. The land distribution scheme by which almost 900,000 peons were given plots to till is not to be scrapped. Neither will the program of educating the Mexican Indian be halted. The 12,000 schools established in rural regions by Cardenas will continue to remain open, of course. But other functions will be frowned upon. Instead of pressing for further revolutionary changes, Camacho will seek to consolidate and strengthen the gains that have been achieved.

Camacho is expected, in particular, to take a more friendly attitude toward private enterprise, especially foreign-owned interests. In this connection, it would surprise no one if the new administration in Mexico City reopens the entire question of expropriated American oil properties.

## Frozen Funds

To the long list of nations whose assets in this country have been "frozen" by order of President Roosevelt, the name of Greece has now been added. The addition of her assets brings the total to about \$3,000,000,000.

Much of this capital was sent here for safety before the war. When the conquest its owners had feared became a



INT'L NEWS

## "THE THUNDERER" IS STRUCK

The London Times, one of the most famous of all the world's newspapers, has long been nicknamed "The Thunderer," because of the booming authority of its voice. The London offices of The Times were recently severely damaged by German bombs.

reality, the United States declined to let anyone withdraw it. This kept the property from falling into the hands of the conquerors. The government has three purposes in mind:

1. After the war such of the claimants as survive—governments, banks, and individuals—may have their funds restored.

2. In the meantime Germany and Italy cannot employ these funds in the prosecution of the war.

3. The United States holds balances which can be used to meet any claims which American citizens may have against the governments of countries occupied by the Germans or Italians.

## French Leader

Pierre Etienne Laval, who has been named foreign minister in the Pétain cabinet, has probably turned up in more high political posts in more political parties than any other living French official. He has been at various times a socialist, a communist, a moderate liberal, and an extreme conservative. He has served in political posts ranging from mayor of Aubervilliers, a working-class suburb of Paris, to foreign minister and premier of France.



ACME  
PIERRE LAVAL

Born in Auvergne province, in 1883, Laval is the son of a village butcher and coachman of partly Moorish extraction—a blood strain which is to be seen in his still swarthy complexion. A very brilliant student, Laval went through his schooling largely on scholarships, graduating from law school and gaining admission to the Paris bar in 1907. Laval entered parliament as a deputy in the first year of the World War, making a name for himself as an opponent of military service. In 1919 he was badly beaten in national elections, but he regained his feet several years later, and in 1925 began his lengthy career as a cabinet minister. As premier and foreign minister, in 1934-35, he strove to align Italy with France, and later he seemed to favor appeasing Germany. It is this fact that apparently has gained him favor with Hitler today.

Laval is a wealthy man, possessed of several country estates, a chateau, and a villa in Paris. He is rather homely, a careless dresser, and he speaks in a high thin voice. He knows an extraordinary number of French politicians, businessmen, labor leaders, and citizens by their first names, and—up until the French collapse—enjoyed considerable personal popularity. Today, however, he is thought of as a shrewd but shifty politician. Frenchmen as a whole seem suspicious of his motives.

**PRONUNCIATIONS:** Auvergne (oe-vair'ny), Avila Camacho (ah'vee-lah kah-mah'choe), Lazaro Cardenas (lah'sah-roe kar'day-nahs), Casablanca (kah-sah-blank'kah), Chiang Kai-shek (jee'ong' ki' shek'—i as in ice), Chungking (choong'king'), Getulio Vargas (hay-tool'yo var'gahs).



ROADWAY TO WAR

Italian troops serving in North Africa engage in road construction in territory leading into Egypt. Similar roads were constructed in Ethiopia during the Italian invasion of a few years ago.



# Program of Matching Workers and Jobs Undertaken on Large Scale

(Concluded from page 1)

offices maintained in less populated and out-of-the-way areas, which are served by traveling representatives on a weekly or twice-weekly basis. These offices act to bring together job seekers and job openings quickly and efficiently. Not only do the employment offices refer workers to jobs in private industry, but also they fill jobs in public employment; that is, on such projects as shipbuilding conducted by the federal government and on local and state public projects.

Unemployed workers of all types are registered at the local employment offices. Skilled and unskilled workers, professional workers, artists, cooks, typists, bookkeepers, mechanics, clerks, business executives, unskilled laborers; all are registered. The services are open to all. Workers who are covered by the unemployment compensation provisions of the Social Security Act are required to register in order to obtain the benefit payments provided by the law.

## Procedure Followed

When a person registers with the unemployment office, he is given an interview by an official who makes a complete record of his skills, training, experience, and other necessary information. If the worker is qualified for more than one type of work, note is taken of that fact. The employment office undertakes to make as complete a check as possible of the applicant's qualifications. Many offices give examinations to those seeking employment. For example, stenographers and typists will be tested for speed and accuracy. Lists of scientifically prepared questions are used to test applicants seeking work in various trades.

By means of the interviews and examinations, the employment offices have records of the qualifications of millions of workers. It is estimated that during the last two and a half years, applications have been filed by more than 20 million persons seeking work. Until recently, the number of registrants available for work in any one month has varied from five to eight million. During recent months, the number has dropped below the five-million mark as a result of the spurt in

employment office selects two or more persons from its files and refers them to the employer. If the employer is not satisfied with any of the applicants referred to him, others are selected from the files. Altogether there are more than 18,000 different types of jobs in a wide range of industries and occupations. These have all been classified by the Employment Service, and upon the basis of this information the employment offices are in an excellent position to match available workers with available jobs.

## Jobs Filled Locally

Insofar as possible, jobs are filled from the local labor supply. Workers are moved from one locality to another only when it is absolutely necessary. If the local employment office is unable to fill a job with one of its own registrants, it will check with other agencies in the community before turning to the outside. It will check with labor unions and with all organizations that have information about workers. If no one can be found locally, the local office will turn to the state office for the needed worker or workers. If there is a shortage of the particular type of worker in demand in the state, then a demand will be made of the regional office—of which there are 13 in the nation.

These 13 regional offices have all the information about workers and job opportunities that are supplied by the national headquarters in Washington. With the demand for workers increasing rapidly, the United States Employment Service has the important task of preventing serious dislocations in the labor market. It does not want to rob one community of workers by sending them to another city when it is likely that there will be a local demand for the workers after a short time. By keeping in close touch with the National Defense Advisory Commission, the Employment Service will know when and where jobs are likely to open and will be able to direct workers to those regions.

The Employment Service keeps in close touch with the labor market in another way. Every 30 days, a checkup is made on 20,000 business and industrial firms which are directly and indirectly engaged



LOS ANGELES SCHOOLS

## JOB HUNTERS

Applicants for employment in Los Angeles fill out blanks and take tests. Placement bureaus have increased in number since the passing of the Social Security Act.

trained workers lose their skills as a result of lack of use, few apprentices are trained, and all types of training programs are neglected. Then when suddenly a new demand arises for certain types of workers, there are not enough competent workers to meet the needs of industry. A shortage develops. Great Britain experienced such a development in connection with its defense program and in a few lines we are now beginning to experience the same thing in the United States.

## To Prevent Shortages

The Employment Service has been working to prevent shortages in certain lines of work from handicapping the national defense program. It is cooperating with other agencies and with employers in launching training programs. It is encouraging firms to expand their apprenticeship programs—many of which were abandoned completely or operated on a limited scale during the depression. On the basis of the information in the files of the employment offices, it can certify workers who, as a result of aptitude tests or previous experience, can qualify for rapid training or retraining. A training program of considerable proportions is already under way to meet future needs.

or vocational tests, which help measure an individual's fitness and natural capacity to do various types of work.

The aim of this part of the program is to guide the new worker into an occupational field in which he has a chance of success. Vocational counselors have up-to-date information on opportunities for vocational training in the community and can advise young people about special courses of study which will be helpful in preparing for a job. Through cooperation with the public schools, the United States Office of Education, the National Youth Administration, the Civilian Conservation Corps, and other government and private civic organizations interested in the employment problems of youth, every effort is made to promote more adequate vocational training for young people and to stimulate public interest in providing employment opportunities for youth.

## Essential to Defense

A program such as this is essential to the smooth functioning of the entire defense program. Unless there is some organized direction of the labor market of the country, serious hitches are likely to occur. We have already witnessed in numerous cases the tragedy of countless workers migrating to distant cities in the hope of finding work, only to discover upon their arrival that no jobs were available. Such a migration of workers is likely to occur at times like the present when jobs are increasing. Without finding out whether there is a demand for his particular type of work, a man may uproot himself only to find that other types of workers are needed. The program of the Bureau of Employment Security is to prevent such tragedies in the future; to direct unemployed workers to jobs that are available; and to prepare an adequate supply of workers to meet the increasing demand of industry.

We have discussed, in this article, only one of the functions of the Social Security Board. In a later article, we shall examine the other important features of the social security program of the federal government, such as unemployment compensation, old-age insurance, and other benefits provided by the program.

## References

"Does Defense Mean Jobs?" by Edna Lonigan. *The Nation*, July 6, 1940, pp. 10-12. The writer surveys the extent to which the national defense program may be expected to reduce unemployment.

"Skill Wanted!" by Beulah Amidon. *Survey Graphic*, July 1940, pp. 383-387. First among labor to benefit from the war-stimulated business improvement were skilled workers, who continue to be in great demand.

"American Labor in Another War," by Leo Wolman. *Foreign Affairs*, October 1939, pp. 80-90. Examining labor's vital role in a national emergency, Mr. Wolman looks into the problems of mobilizing industry and workers.

"Industry Beckons Youth," by W. Waldron. *Reader's Digest*, November 1940, pp. 75-79. This writer believes that industrial employment offers an encouraging future for young people.



UNEMPLOYED

The unemployment insurance features of the Social Security Act are designed to tide workers over limited periods of unemployment.

reemployment that has taken place. At the present time, the employment offices are filling jobs in private industry at the rate of more than 300,000 a month. During the first nine months of this year, a total of 2.3 million jobs were filled in private industry—a gain of 21 per cent over the same period in 1939. As the defense program moves forward more rapidly, the number is expected to rise even more each month.

Not only do the employment offices keep in close contact with the available workers of the communities, but they also work closely with employers. More and more employers are turning to these offices to fill jobs. The employment offices obtain all possible information about the jobs open and the required qualifications. When a request is made for a worker, the em-

in the national defense program. Information is obtained about the number of workers they are employing at the time and about their probable needs for workers during the ensuing 60 days. If workers are not available in the community or state, they can be supplied by the regional office or even by other regional offices if necessary.

As yet, actual shortages of workers have appeared in only a few lines of work. Usually these are in the highly skilled trades for which there has been a small demand during recent years. The shipbuilding program of the government, for example, has created a demand for such workers as coppersmiths in excess of the supply because relatively few coppersmiths have been trained in recent years. Moreover, in periods of heavy unemployment,

Now we come to the important activity of the Employment Service that will appeal to readers of *THE AMERICAN OBSERVER*. That is the work of directing young people who have had little or no previous experience into suitable vocations and of helping them to obtain the proper training. Many public employment offices have on their staffs trained junior counselors whose particular job it is to advise young people about their employment problems, and to help them choose some line of work for which they are fitted and in which they can find satisfaction.

The vocational counselor makes a careful study of the individual's abilities, taking into consideration his hobbies and interests, his school record, and such job experience as he may have had. Young people may also be given certain tests, called "aptitude"



# Germany and Italy Move on New Fronts

(Concluded from page 1)

enjoyed by the French either. On top of national humiliation and suffering has come an increasing shortage of food, strict rationing, the loss of many civil rights, and general despair. Looking around for someone besides themselves to blame for their plight, the French have, on the whole, grown considerably cooler toward the British. They have no love for their conquerors, of course, and few of them are probably outright hostile toward Britain. But sources from all parts of France have noted this trend, and it is too strong to be ignored.

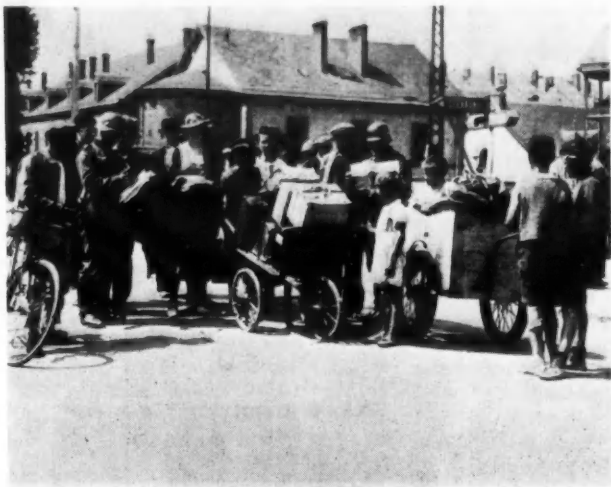
## Faith in Petain

Rightly or wrongly, many of the common people of France have come to place much of their faith and hope in the aged Marshal Pétain. Because of his prestige, and because of the respect in which he is held by German leaders, the French public has indicated a hope that their old leader can win some sort of compromise with Hitler—some sort of agreement to better its present unhappy lot, even if it means aligning France with Germany.

These two considerations—the wishes of the Germans, and the plight of the French, undoubtedly have played a very important part in shaping the course of recent discussions between Hitler, Laval, and Pétain. Germany wants aid from France. She may be willing to grant concessions to France in return for it. It was only natural that such general questions should arise when, on October 22, German and French officials met to draw up a new temporary peace agreement to replace the four-month armistice signed on June 22.

What Hitler will grant to France, by way of concessions, probably depends a great deal on what help France shows a willingness to extend to Germany. That France will enter the war against England is regarded as doubtful, even though Laval seems to have favored such a course. Marshal Pétain is believed to have refused even to consider it. As a compromise, however, German sources have suggested that France make available to the Axis powers her continental and colonial bases—Toulon, in France; Tripoli, in Syria; Bizerte, in Tunisia; and Casablanca and Dakar in French West Africa. It is also Hitler's wish, these sources continue, that these bases be defended by the French air force, coastal batteries, and navy. Thus Frenchmen would not be called upon to sail or march against England, but would fight off British attacks upon their own bases.

In return, German spokesmen have promised that France will be allowed to recover and assume the position of a partner of Germany in the "new Europe," instead of continuing her unhappy life as a subject state. Various estimates of territorial transfers have been made, but recently they have crystallized into something as follows: Under a permanent peace France would give up Alsace-Lorraine to Germany. She would possibly surrender Nice (a small section of the French Rivi-



FRANCE

The people of Spain and France are suffering greatly due to the aftereffects of war and civil war. On the right, Spaniards are waiting in line for their daily allotment of food. On the left, French refugees return to take up their lives as best they can in whatever is left of their homes.



SPAIN

era) and the island of Corsica to Italy, although some now think France may retain these two political divisions. Her colonies might be disposed of as follows: Syria would go to Italy; Tunisia would be ruled jointly by France and Italy. Morocco by France, Spain, and Germany. Part of West Africa would be turned over to Germany, while the rest of the colonial empire, presumably, would be left intact.

It must be remembered that these are only the tentative terms of a Franco-German peace as they are reported to have been discussed in Europe. Very few people actually know what has passed between Hitler and Laval and between Hitler and Pétain. It is possible that Hitler also is using threats as well as promises in his attempt to secure French aid. He might refer to the 1,800,000 French prisoners of war still in his camps, to his power to starve France into submission, or to despoil her industrial areas completely in convincing the French that their best interests dictated a course of cooperation with Germany. At any rate, it is generally agreed that Hitler has it in his power to secure a substantial increase in French aid to his cause.

## Role of Spain

When it comes to Spain, however, his task is more difficult. In the eyes of the Nazis, Spain owes Germany a debt. She is indebted to Germany by reason of the fact that German arms, aircraft, pilots, and technicians helped make it possible for the nationalist insurgent movement of General Franco to overthrow the republican government after two years of costly civil war. The Spaniards paid cash on the barrelhead for everything they received from Germany, but this does not alter matters as the Germans see them. The time has now arrived, the Germans intimate, when Spain may repay her debt to Germany by joining in the war against Britain or, failing that, by permitting German and

Italian craft to make use of Spanish bases. As though to make the suggestion more attractive, it has been hinted that Spain will be awarded a strip of Basque territory in the Pyrenees Mountains of France, a share in French Morocco, and some territory in western Africa—in the event she falls into line before it is too late. In the event Gibraltar should fall, that rock would also revert to Spain, after 200 years of British rule.

## Reluctance to Act

But while the Spaniards have sympathized with the Nazis, and cheered their successes in Europe, they constitute a weary nation, poverty-stricken, half-starving as a result of the destructive civil war. There is probably no country in Europe today which would enter a war with so little enthusiasm. Very recently the Spanish government has succeeded in negotiating a treaty with Britain which would provide a substantial increase in wheat shipments to Spain. While the Spaniards are not particularly fond of the British, they welcomed this agreement, since wheat can be turned into bread, and the Spaniards are a bread-eating people. If Spain should enter the war, the British blockade would close around her like a vise, and starvation—not just hunger—threatens.

In spite of this, however, Hitler and Mussolini are able to exert great pressure on Spain. The German secret police overrun the country. German technicians hold key posts in railway and telegraph systems. There are thousands of German troops, in and out of uniform, now located in Spain. In dealing with Hitler, therefore, Franco must do so with the discomforting knowledge that he is dealing with a man who is perhaps capable of engineering a political overthrow within Spain itself, and unseating the existing regime.

## Hitler's Advantage

Thus, in dealing both with France and with Spain, Hitler enjoys a considerable advantage. If he should be successful—and observers are inclined to believe his chances are good in the long run, if not in the immediate future—he may gain a powerful string of bases, backed by air, naval, and land support, from France well down the Atlantic coast of Africa. If Britain should be dislodged from Gibraltar, according to plan, fleets of small ships operating from these bases could make it very difficult for the British to blockade the western entrance to the Mediterranean.

At the other end of the Mediterranean, the long-expected invasion of Greece by Italy has begun. Almost no credence is placed anywhere in Italy's claim that her attack was launched as the result of Greek terrorism against Albanians, since the invasion had long been planned, and all preparations had been completed before the alleged border incidents took place. Italy's objective in Greece, apparently, is to gain control of the hundreds of Greek islands which dot the northeastern Mediterranean, and to gain control of the important port

of Salonika, which, at the mouth of the Vardar River, is the natural outlet for all commercial traffic from Serbia, and other parts of central and southern Yugoslavia. Control of Greece, and its many islands, would enable Italy to choke off the last remaining Yugoslav gateway to the south, and thus enable her to take a stronger stand in dealing with that country. It would enable Italy to command the Aegean Sea, through which all ships must pass en route to or from the Dardanelles and the Black Sea beyond. It would solidify Italy's present position in the Dodecanese Islands, which fringe the coast of Turkey.

For these reasons, the Italian invasion of Greece is of the utmost importance to a number of other countries in addition to Greece. And it is felt that Greece must receive a great deal of support if she is to resist. Poor, largely barren, populated by only 7,350,000 people, Greece is defended by an army of only 100,000 troops, and by an air force and navy of negligible strength. Greece's best hope is in the high barren mountains of her northern frontier, among the crags and passes of which her troops may be able to hold off the invading Italians until help arrives—if it does.

From whom can the Greeks expect help? At the time of writing, their only sure ally is Great Britain, whose forces in the Near East are the real objective of the Italian advance. The British are expected to move their eastern Mediterranean navy, in whole or in part, into Greek waters, and possibly to land troops. But British support alone will probably be inadequate. The balance of power in the eastern Mediterranean may be held by Turkey. Reports from Belgrade, the capital of Yugoslavia, indicate that as soon as Italy has conquered Greece, Hitler will hurl his army and air force at Turkey. For that reason, it would seem that Turkey might find it in her own interest to aid Greece while there is still a chance. At the time of writing, however, there has been no hint of Turkey's stand. Russia, in the meantime, is also interested. A German attack on Turkey would bring Germany to the Dardanelles and the Bosphorus, which are so important to Russia as a warm-water outlet to the seas of the world. Whether this would draw Russia into the war is one of the big questions.

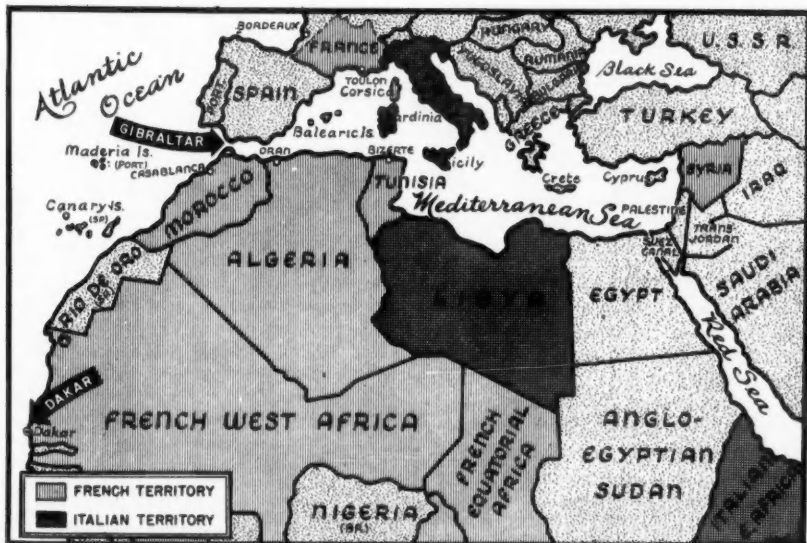
## References

"What's Left of Spain," by Frank Gervasi. *Collier's*, October 26, 1940, p. 19. Spain, still weary from its civil war, despairs at the prospect that the Axis powers may demand its help in the present fight.

"Germany's Plans for Europe," by Peter F. Drucker. *Harpers*, November 1940, pp. 597-604. A view of the road which France and other German-dominated nations may be forced to travel.

"Nightmare in the Near East," by A. Viton. *Asia*, November 1940, pp. 570-572. Winter months are the most favorable for military operations in the Mediterranean region.

"The Dardanelles—Straits of Destiny," by J. L. and M. Miller. *Travel*, July 1940, pp. 32-35. The struggle for mastery in the Mediterranean means a fight for her straits, including the Dardanelles.



THE WAR MOVES SOUTH

JOHNSON

Some of the lands, waters, and bases which figure in the outburst of war in southern Europe.





# From Knowledge to Action



Fifth of a series of preparatory articles on American Education Week, which begins November 11.

## Civil Liberties

WE hear a great deal about the fact that we live in a free country and about the liberties which Americans enjoy. Each person has heard of all this since his childhood. But most people take liberty and freedom for granted and do not think very much about what it means in particular to be a free American citizen. The average American, while proud of the fact that he lives in a free country, probably spends little time in comparing the privileges he enjoys in his daily life with the privileges enjoyed by those who live in most other countries of the world. It is worth our while to give some time to the study of our liberties, to see what they really are, and to plan for their protection in the future.

Among the rights guaranteed to each individual by the Constitution of the United States are the rights of free speech, free press, freedom to assemble, freedom of worship, and the right to a jury trial and freedom from arrest and imprisonment except in accordance with well-established rules of law.

We may speak our minds freely in the United States, expressing our views on public questions and criticizing those who are in office. We may think little about this. Why should we not have such a privilege? The fact is, however, that people do not have that privilege today anywhere in the world except in the United States, Great Britain, Canada, and other parts of the British empire. If anyone ventures to express opinions on public problems in Germany or Italy or Japan or Russia, he looks over his shoulder to see if anyone is listening—anyone who might report him to the police.

The press is free in the United States. Newspapers may publish what they see fit so long as they do not print untruths which are injurious to anyone. There are certain other restrictions against the press. They may not use profane or indecent language, for example, but in general editors are free

to write as they see fit. People may also hold public meetings and discuss whatever problems they choose, a thing which cannot be done in many parts of the world today.

The rights are sometimes violated, of course. People who express very unpopular opinions are occasionally attacked by mobs. If they try to hold meetings, the meetings are frequently broken up by people who do not like their views. These violations of the right to speak freely and to assemble freely are more likely to occur in times of war than in times of peace. They are likely to occur in times of crisis when people are greatly excited, when their nerves are on edge, and when they may be afraid for their safety.

At such times, groups of people sometimes join together to break up meetings which they do not like and to deprive unpopular speakers of the right to speak freely. But when they do this they do it in violation of the United States Constitution. Citizens who believe in the Constitution are obliged to keep on the lookout at all times to see that the rights guaranteed us by the constitutional fathers are kept alive in America. At all times, however, we enjoy these rights to a greater degree than the peoples of most other countries.

## What It Means

Americans have the right of free worship. They may belong to the churches of their choice. And unless the church decrees that they violate laws there is no interference with free worship. That is a privilege relatively new in the world. Religious toleration was not generally practiced even in our own colonial days. It is not practiced in most parts of the world today. But it is a precious heritage of the American people.

A man in the United States may sit securely in his home and know that officers of the law are forbidden to enter his home and interfere with his freedom unless they have reason to believe that he has violated a law—unless they have a warrant permitting them to search his house and to arrest him. A man cannot be thrown into jail here unless the officers of the law can

show tangible evidence that he has violated law. In Germany a man may be thrown into a concentration camp when no charge has been made against him. Such a situation prevails in most of the countries of the world. If a man is accused of serious crime in this country, he cannot be convicted except after a trial by a jury.

These rights of freedom from wanton arrest and punishment are sometimes violated. Mobs occasionally appear and seize people and even kill them. Such action is called lynching. It is, of course, illegal, but such things occasionally happen.

Another freedom which individuals enjoy here is the freedom to teach and to study. These rights are not specifically granted by the Constitution, but they are enjoyed through tradition. It is the custom in this country that people may be allowed to read whatever books they choose and to study any problems they see fit, and that teachers may carry on these

studies in the schools. This right is sometimes violated. Groups of people in a community sometimes insist that certain books must not be read by students in a school even though the school authorities think the books are sound and wholesome and that it is in the interest of the public welfare that they be studied. Teachers are sometimes browbeaten by groups in a community until they dare not teach the things they think they should teach. But these things do not happen in America to the extent that they happen in most other countries.

## What to Do

What can you as an individual do to prevent violations of the rights of Americans? What can you do to help preserve our freedom? Here are a few suggestions:

1. Read the Constitution of the United States, particularly the Bill of Rights. Then you will know definitely what privileges are guaranteed to Americans. Read books or magazine articles on the preserving of our liberties, such, for example, as "Safeguarding Our Civil Liberties," by Robert E. Cushman (New York: Public Affairs Committee, 30 Rockefeller Plaza, 10c). This pamphlet explains what our liberties are, how we acquired them, where the dangers to them lie, and how the average person can help us maintain them.
2. Remember that a duty is connected with every right. Do not abuse your freedom. Do not abuse free speech to speak injuriously of any person. Do not act in such a way as to injure other people or to injure the public interest. Be constructive at all times.
3. Be as careful to give freedom to an opponent as you are to enjoy it yourself. Do not at any time participate in a movement to restrain or interfere with somebody who expresses a view you do not like. Insist upon his right to be heard. If you think he is advocating something that is harmful, argue against him. But do not seek to suppress him.
4. Be on the lookout for violations of individual rights in your own community. If a public meeting is broken up simply because some people do not like the views expressed in the meeting, protest against the action. Speak against it to the people whom you meet. Write letters condemning it to your editor and other influential citizens. Use your influence at all times to preserve the Constitution of the United States and to have it respected. And remember that an integral part of the Constitution is the Bill of Rights.

## The Schools Help

The schools are recognized as bulwarks of freedom. The rights of the individual are more secure because of the influence they exert. The National Education Association enumerates the following ways in which the schools help to perpetuate individual liberty:

*A Study of the Long Struggle for Self-Government.* Beginning in the early grades with stories of other people the school brings to pupils the great pageant of history. An understanding of the sacrifices of their forefathers inspires pupils to preserve the liberties enjoyed in our country, as does their study



HOW SCHOOLS PERPETUATE INDIVIDUAL LIBERTIES

of the recent tragic loss of liberty in many nations of the world.

*Experience in Getting Along with Others.* In his first school days the child learns that his own desires must be subordinated to some extent to the wishes of others. This practice in getting along with people continues throughout his school life. Modern schools emphasize self-discipline which is an essential of democracy.

*Liberty in the School.* Modern schools permit much greater pupil freedom than those of former generations. The growing trend in this direction is based upon the belief that children cannot be prepared for democratic, self-directive living by an autocratic education. Under intelligent leadership pupils develop self-discipline. Public opinion becomes a factor in school activities. The child finds that his liberties in school are not absolute but are conditioned by the presence of other children who have equal rights and privileges.

*Respect for Others.* In many ways and through countless opportunities the schools seek to encourage respect for honest differences of opinion. In the classroom and on the playground the schools seek to develop respect for minority rights of every type. Since they accept all the children of all the people, the public schools provide many opportunities for growth in human relations.

*Knowledge of Civil Liberties.* In his school career the pupil gains a knowledge of the Constitution of the United States. He studies the Bill of Rights, he learns why it was added to the Constitution, he follows the course of civil liberties throughout our history, he considers the dangers to those liberties, he learns what safeguards there are and how he can apply them as a citizen.

*Appreciation of Democracy.* The schools emphasize appreciation of democracy through study and practice. Knowledge of democracy and of the privilege of American citizenship brings about a greater appreciation of our country. The schools stress devotion to the American way of life.

## Information Test Answers

### European History

1. Louis Napoleon.
2. A loose association of German states, including Austria.
3. Peter I, the Great.
4. Frederick II, the Great.
5. Napoleon Bonaparte.
6. Napoleon's invasion, 1812.
7. Poland.

### Geography

1. The arm of the Bosphorus which forms the harbor of Istanbul.
2. Zara is on the Dalmatian Coast.
3. San Marino and the State of Vatican City.
4. The Rhine.
5. The Netherlands (the Zuider Zee).
6. Leningrad, formerly St. Petersburg and Petrograd.
7. Snow provides water for power.



PERPETUATING INDIVIDUAL LIBERTIES